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ABSTRACT

The third-party evaluation description, data and conclusions are presented for the third year of the Corpus Christi Independent School District (CCISD) career education project. The evaluation sought to identify those parameters of career education (CE) that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified: (1) Conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11, involving pre/posttesting and indepth interviewing, and (2) attempt to gain a longitudinal perspective, across three years, of CE in the CCISD. Data were gathered from students and teachers for reviewing these dimensions. Conclusions reported included the following: Positive career education movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE if effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students found their exposure to CE beneficial and would like more of it. Appendixes contain questionnairies used in the study. (TA)

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ED136019

FINAL EVALUATION REPORT FOR THE CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT CAREER EDUCATION PROJECT 1975 - 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Submitted By:

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ARBEC, Inc.

July 1976

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CHAPTER I

PROJECT OVERVIEW

A. Purpose of Investigation.

The purpose of this third party third year evaluation of the Corpus Christi ISD Career Education Project by ARBEC, Inc. was to essentially identify those parameters of Career Education (CE) that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified as being important in achieving this objective. They were:

1. Conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11. Indepth evaluation would involve pre/post testing and indepth interviewing.
2. Attempt to gain a longitudinal perspective, across three years, of CE in the CCISD.

Data for reviewing both the above dimensions were gathered from students and teachers. Also there will be reported interview data from select administrators and counselors.

B. Methodology.

1. Subject Sampling: The CE central staff of the CCISD selected classroom units at grades 3, 5, 9, 11 as being both representative of a cross-section of the school district as well as having demonstrated, over the previous two years of the CE Project, a high degree of competancy and interest by the

teachers. The total sample of exemplary classrooms included the following:

1. One third grade classroom unit in each of two schools.
2. One fifth grade classroom unit in each of two schools.
3. One ninth grade classroom unit in each of three schools.
4. One eleventh grade classroom unit in each of three schools.

Sampling in this way yielded data from a total of ten classroom units in each of nine different schools (in one school, data were gathered from a third and fifth grade classroom). All teachers, administrators, and counselors, as well as selected students in each exemplary classroom unit were involved in some aspect of the data gathering. In addition, some data were gathered from throughout the school district. Further, data were gathered from a large cross-section of teachers representative of all grade levels regarding the degree of participation in CE.

2. Instrumentation: Several data gathering tools were employed in an attempt to achieve the objectives of this report. Some of these tools involved responses to paper and pencil instruments while others incorporated verbal comments to interviewes using a structured interview. In Table 1 there is presented a listing of data gathering tools to whom and when administered. In some instances instrumentation used during 1974-75 were repeated (with scaling modifications), in other instances additional new devices were employed. All instrumentation was administered by the CCISD staff with the exception of the

TABLE 1

Data Gathering Tools Used (1975-76)

Instrument	Respondant	Time Administered T 1	T 2
1. Career Education Participation Form (CEPF)*	Teachers Grades K-12	Dec. 1975	
2. Career Education Objectives Questionnaire (Teacher Form) (CEOQ)*	Exemplary Teachers (N=10) and Comparison Teachers (N=20)	Dec. 1975	
3. Career Education Objectives Questionnaire (Student Form: Advanced)*	Grades 9 & 11 Exemplary Classroom Units	Dec. 1975	
4. Career Education Objectives Questionnaire (Student Form: Elementary)*	Grades 3 & 5 Exemplary Classroom Units	Dec. 1975	Mar. 1976
5. Career Education Measurement Series (Texas Form)**	Grades 9 & 11 Exemplary Classroom Units	Dec. 1975	Mar. 1976
6. Structured Interview*	Students, Teachers and their Principles and Counselors Exemplary Classroom Units (Grades 3, 5, 9, 11)	Jan. 1976	

* Instruments developed specifically for this project.

** This survey test was developed by the Texas Education Agency.

structured interviews. These interviews were conducted by a select team from ARBEC, Inc. Copies of all instruments except the Career Education Measurement Series: Texas Form may be found as Appendix A.

3. Data Analyses: Analyses were performed to answer various questions regarding program involvement, effectiveness, future directions and the like. The broad questions were:

a. Do teachers in different grade groupings participate in system wide CE activities differentially?

b. Do classroom units identified as exemplary differentiate in the degree to which they achieve CE objectives from a comparison group?

c. Do students in exemplary classroom units perceive themselves as achieving CE objectives to a similar degree?

d. Do students in grades nine and eleven achieve CE objectives as defined by the Texas Education Agency similarly?

e. What are the needs of CE and what concerns are perceived by students, teachers, administrators, and counselors as needing attention in the future?

Two types of analyses were conducted by the ARBEC, Inc. Staff: statistical (using predominantly analyses of variance techniques) and clinical interpretation of interview data.

4. Format for Data Presentation: The data for this evaluation of the CCISD CE Project will be reported in two forms. The first form of data presentation is a statistical package which allows the reader to compare grouped classroom units with regard to the questions asked. All probability will also be reported and those probabilities of ($P \leq .20$) will be considered of primary interest. It is felt that this reporting format will allow the

CCISD decision makers to determine the areas where CE is developing as desired and those areas which they feel either need more support or are not relevant to their purposes. A brief summarization of the statistical data will follow.

The second form of data presentation includes a summary of the face to face interviews in the selected schools with some summary statements regarding each area under review. Again, the CCISD decision makers are expected to be able to make some decisions regarding the perceived progress and needs of students and school personnel with regard to CE.

Following the data presentation section, there will be presented in Chapter III a short summarization of the data including a brief look at the longitudinal scope of CE in the CCISD.

CHAPTER II

DATA PRESENTATION

A. The Statistical Package.

There are numerous ways statistical data may be reported. Generally, it is advisable to report data in ways that are perceived to be most meaningfully interpreted. Thus, the following data will include item means and probability values similar to the second year CCISD CE Evaluation Report. In this way the CCISD decision makers can make their own comparisons across time on whatever dimensions they choose. Further, these data will be reported with regard to the questions raised in part 3 Chapter I.

1. Do teachers in different grade groupings participate in system wide CE Activities differentially?

In order to answer this question, the Career Education Participation Form was administered to a total of 1131 teachers in grades K-12 in the CCISD. In order to facilitate data analyses and to interpret the data in terms of trends throughout the school district, the data were grouped by what appears to be logical grade clusters. They were grades K-3 (N=288), 4-6 (N=241), 7-9 (N=295), and 10-12 (N=307). Through the use of this clustering we are able to compare primary to intermediate to junior high school to high school grades. The data resulting from this grouping are reported in Table 2. To interpret these

TABLE 2

Group Means, F Values, and P Values for the Career Education Participation Form: Teachers K-12, 1975-1976

Item	Grades K-3 (N=288) $\bar{X}$	4-6 (N=241) $\bar{X}$	7-9 (N=295) $\bar{X}$	10-12 (N=307) $\bar{X}$	F	P
1	2.316	2.340	2.285	2.551	3.72	.0112
2	2.313	2.448	2.156	2.551	7.30	.0002
3	1.629	2.755	1.627	2.124	69.55	.0000
4	2.031	1.656	1.525	1.873	12.77	.0000
5	3.670	3.892	3.502	3.609	9.15	.0000
6	3.236	3.548	3.536	3.622	8.25	.0001
7	3.438	3.535	3.688	3.756	6.72	.0004
8	2.340	2.544	2.668	3.036	20.20	.0000
9	2.288	2.647	2.529	2.889	17.56	.0000
10	2.788	2.880	2.915	3.124	4.92	.0025
11	3.455	3.519	3.407	3.678	6.01	.0007
12	2.715	2.851	2.773	2.896	1.87	.1313
13	2.309	2.685	2.356	2.697	11.32	.0000
14	2.285	2.672	2.729	3.130	32.01	.0000

(Table continued on the next page)

TABLE 2 (Continued)

Item	Grades K-3 (N=288) $\bar{X}$	Grades 4-6 (N=241) $\bar{X}$	Grades 7-9 (N=307) $\bar{X}$	Grades 10-12 (N=307) $\bar{X}$	F	P
15	1.566	2.149	2.505	2.883	81.69	.0000
16	2.611	3.108	2.936	3.274	23.08	.0000
17	3.771	3.801	2.936	3.981	6.35	.0000
18	3.694	3.556	3.424	3.665	6.16	.0006
19	3.760	3.569	3.434	3.648	9.27	.0000
20	1.500	1.917	2.695	3.443	197.56	.0000
21	2.076	2.276	2.136	2.557	11.05	.0000
22	1.771	2.486	1.742	2.160	31.23	.0000
23	1.983	2.718	1.993	2.124	25.79	.0000
24	3.010	2.892	2.549	2.880	12.01	.0000
25	3.604	3.676	3.583	3.782	2.97	.0303
26	2.323	2.353	2.464	2.313	.90	.4446
27	2.035	2.249	2.197	2.381	4.73	.0032

data recall that 1 means "Not at All" and 5 means "To a Very Great Degree" with graduations in between. (Note: See the appendix for a copy of the Career Education Participation Form for item descriptions and scaling.)

There are several interesting observations one may make when reviewing the data presented in Table 2. In summary they are:

a. Teachers in the different grade groups responded differently to a significant degree on 26 of the 27 variables.

b. Teachers regardless of grade grouping use their Equivalancy Time Program (Item 26) between "To a Slight Degree" and "Average" about equally.

c. High school teachers by and large preceive themselves as participating in CE to a greater degree than other teacher groupings as evidenced by their preponderance of higher mean scores.

d. For a large number of items there seems to be a linear trend with regard to degree of CE participation (i.e., see items). The higher the grade grouping, the greater is the perceived participation in CE.

e. Items 5, 6, 7, 11, 17, 18, 19, 25 were responded to as better than average by all teacher groups. These items reflect teacher perceived interactions with students and administrative support, both being seen as positive.

f. Item 20 (use of career centers) showed the most dramatic difference. This is to be expected since the high schools are the units with such facilities. It is interesting to note that high school teachers do perceive their use of this facility to a degree greater than average.

g. Intermediate and high school grades use outside speakers to enhance CE to a greater extent than do elementary and junior high school grades.

2. Do classroom units identified as exemplary differentiate in the degree to which CE objectives are achieved from a comparison group?

The data which was gathered in response to this question came from teacher responses to a thirty-six item Career Education Objectives Questionnaire. The ten teachers who were identified as having high CE interest and also seemed to be most effective (two each at grades three and five and three each at grades nine and eleven) constitute the exemplary group (N=10). A parallel sample of teachers (N=20) proportionately representing grades three, five, nine, and eleven constitute the comparison group. The means, standard deviations and P values are reported in Table 3. Since the size of the Ns are small, grade level data is not reported. All data is in terms of the total group summaries.

It is observed that on eight of the thirty-six items significant differences were found (items 1, 2, 6, 9, 10, 11, 30, 31). It may be recalled that teachers were asked to give the estimated percent of students in their classes who achieved the CE objectives. For scoring purposes 1 = 1-20%, 2 = 21-40%, 3 = 41-60%, 4 = 61-80%, and 5 = 81-100%. In every case where significant differences were observed they are in favor of the exemplary group. That is, teachers in exemplary classrooms perceived their students achieving certain CE objectives to a greater extent than do comparison teachers. These CE objectives are:

a. describe their (students) own current abilities and limitations (Item 1).

b. describe their current interests and values (Item 2).

TABLE 3

Means, S.D., P Values for the Career Education Objectives Questionnaire: Exemplary and Comparison Teachers 1975 - 1976

	Comparison (N=20)		Exemplary (N=10)		
Item	$\bar{X}$	S.D.	$\bar{X}$	S.D.	P
1	2.80	1.105	3.40	.966	.14
2	3.45	1.146	4.10	.568	.05
3	3.60	1.231	3.80	.789	.60
4	2.80	1.005	3.20	1.317	.41
5	2.80	1.105	3.10	1.524	.59
6	3.40	1.142	3.90	.568	.12
7	2.85	.933	2.80	1.135	.91
8	3.10	1.119	3.50	.850	.29
9	3.50	1.147	4.00	.816	.18
10	2.55	.999	3.10	.876	.14
11	2.80	1.056	3.50	.972	.09
12	2.90	.968	3.30	1.160	.36
13	2.90	1.210	3.20	1.229	.53
14	2.95	1.234	2.90	1.370	.92
15	2.40	.995	2.50	.972	.80
16	2.60	1.142	3.00	.943	.32
17	2.55	.999	2.30	.823	.47

(Continued on the next page)

TABLE 3 (Continued)

Item	Comparison (N=20) $\bar{X}$	S.D.	Exemplary (N-10) $\bar{X}$	S.D.	P
18	2.20	1.005	2.10	.876	.78
19	2.40	1.188	2.80	1.229	.41
20	2.50	1.051	2.60	1.075	.81
21	2.40	.883	2.60	1.350	.68
22	2.35	1.182	2.30	1.160	.91
23	2.25	1.020	2.10	.994	.70
24	2.25	1.020	2.40	1.350	.76
25	2.30	1.081	2.30	1.160	1.00
26	2.50	1.235	2.50	1.179	1.00
27	3.00	1.124	2.70	.949	.45
28	2.90	1.210	3.10	1.287	.68
29	2.85	1.348	3.00	1.155	.76
30	2.75	1.372	3.40	1.265	.20
31	2.60	1.095	3.50	1.269	.07
32	2.25	1.209	2.30	1.252	.92
33	2.15	1.089	2.50	1.269	.47
34	2.80	1.105	2.80	1.317	1.00
35	2.25	.967	2.50	1.179	.57
36	2.15	.933	2.70	1.252	.24

c. recognize that educational forces influence their development (Item 6).

d. demonstrate generally useful communication skills (Item 9).

e. demonstrate generally useful information processing skills (Item 10).

f. demonstrate generally useful decision-making skills (Item 11).

g. demonstrate a positive attitude toward responsibility for their own behavior and accomplishment of self-imposed tasks (Item 30).

h. demonstrate a desire for continuous learning, both in school and out (Item 31).

Another interesting finding was that in three CE objectives the exemplary and comparison groups perceived their students in a similar way. These items were:

a. demonstrate active involvement in career decision-making (Item 25).

b. plan their work effectively (Item 26).

c. (will be) successfully placed in a paid occupation, in further education, or in unpaid work that is consistant with their current career education upon leaving school (Item 34).

3. Do students in exemplary classroom units perceive themselves as achieving CE objectives to a similar degree?

Since two different forms (elementary and secondary) of a Career Education Objective Questionnaire (CEOQ) were used, the data from each will be reported separately in an attempt to answer question 3. Both forms of the CEOQ utilize a five point scoring system where a 1 indicates "No" or "Not Like Me" to a 5 indicating "Yes" or "Like Me Very Much." All students who responded to the CEOQ were from the classroom units of teachers

who were previously identified as exemplary. Thus, no comparison groups are available in this analyses. Third and fifth grade students responded twice during the second school quarter whereas the ninth and eleventh grade students responded once. Dates when data gathering was instituted have been reported in Table 1.

a. Third and Fifth Grade Data. The data for third and fifth grade respondents are reported as means, standard deviations and probabilities. Third and fifth graders' pre test responses are compared in Table 4, their post test responses in Table 5, third grade pre with post in Table 6 and fifth grade pre with post in Table 7. It was felt that both within and between group comparisons would provide meaningful information to the CCISD decision makers regarding student perception of their achievement of CE objectives.

On the CEOQ pre test there was found twelve of the thirty-six items that are perceived as having been responded to differently by third and fifty graders ($P \leq 20$). Third grade mean scores exceeded fifth graders on items 3, 6, and 12. Fifth graders' mean scores exceeded third graders' mean scores on items 2, 15, 30, 24, 25, 28, 31, 33, 34.

It would appear that the differences between the two grades on the pre test generally reflect the fifth graders' greater knowledge of themselves (can tell you what I like to do, know what I like about different jobs), greater knowledge about jobs and job characteristics (know about different kinds of jobs, know where to go to find out about a job, hear about jobs in the classroom, etc.) and a greater general knowledge (believe

TABLE 4

Means, S.D., P Values for the Career Education Objectives Questionnaire: 3rd and 5th Graders Pre Test 1975 - 1976

	3rd Grade (N=48)		5th Grade (N=47)		
Item	$\bar{X}$	S.D.	$\bar{X}$	S.D.	P
1	2.563	.616	2.652	.482	.43
2	2.750	.601	2.936	.247	.05
3	2.833	.429	2.575	.542	.01
4	2.729	.574	2.809	.449	.45
5	2.479	.743	2.404	.742	.62
6	2.972	.144	2.830	.481	.05
7	2.896	.371	2.957	.204	.32
8	2.708	.459	2.681	.515	.79
9	2.771	.555	2.745	.441	.80
10	2.667	.559	2.553	.503	.30
11	2.458	.743	2.426	.542	.81
12	2.750	.526	2.553	.503	.07
13	2.896	.371	2.936	.247	.53
14	2.701	.651	2.766	.476	.62
15	2.021	.758	2.340	.635	.03
16	2.750	.565	2.723	.498	.81
17	2.830	.433	2.809	.449	.82

(Continued on next page)

TABLE 4 (Continued)

Item	3rd Grade (N=48) $\bar{X}$	3rd Grade (N=48) S.D.	5th Grade (N=47) $\bar{X}$	5th Grade (N=47) S.D.	P
18	2.563	.580	2.596	.648	.79
19	2.542	.713	2.511	.547	.81
20	2.271	.818	2.489	.655	.15
21	2.125	.866	2.298	.689	.28
22	2.104	.831	2.043	.751	.71
23	2.396	.676	2.234	.633	.23
24	2.500	.772	2.723	.452	.09
25	2.667	.595	2.830	.380	.12
26	2.917	.347	2.894	.312	.73
27	2.771	.555	2.787	.414	.87
28	1.667	.834	2.064	.763	.02
29	2.125	.789	2.170	.601	.75
30	2.021	.838	2.106	.729	.60
31	2.771	.472	2.894	.321	.14
32	2.604	.707	2.638	.640	.81
33	2.188	.790	2.851	.416	.000
34	2.167	.808	2.638	.529	.001

that ecology and people should be used carefully in work).

In general their mean scores ranged between 2 and 3 on a 3 point scale. This may be interpreted as their uncertainty as to the degree to which they identify with these concepts.

Generally speaking the mean scores reported in Table 5 reflect that third and fifth grades improve over their pre test responses.

In this comparison we find thirteen mean scores in which strong differences are reflected ($P \leq .20$). Third graders score higher than fifth graders on seven items (1, 2, 5, 6, 9, 11, 16) and fifth graders score higher on six items (13, 20, 23, 26, 33, 34). There is an apparent increase in self knowledge for the third graders over the fifth graders. It is interesting to note that on item 6 (I know that school is important) third graders responded uniformly, thus accounting for no variance. It is difficult to interpret what this means. However, one hypothesis which might be worth considering is that while third graders have been told that school is important they have not yet been exposed to that importance.

The data presented in Table 6 reflects the pre/post comparison of the third graders' responses to the CEOQ. On twenty-nine of the thirty-four items the post test mean score exceeded the pre test mean score. Seventeen of the twenty-nine items

TABLE 5

Means, S.D., P Values for the Career Education Objectives Questionnaire: 3rd and 5th Graders Post Test 1975 - 1976

	3rd Grade (N=49)		5th Grade (N=46)		
Item	$\bar{X}$	S.D.	$\bar{X}$	S.D.	P
1	2.837	.426	2.696	.465	.13
2	2.939	.242	2.848	.363	.16
3	2.837	.426	2.717	.502	.22
4	2.918	.277	2.913	.285	.93
5	2.735	.605	2.544	.622	.13
6	3.000	.000	2.826	.437	.01
7	2.939	.317	2.891	.315	.47
8	2.571	.500	2.674	.519	.33
9	2.857	.408	2.696	.465	.08
10	2.674	.516	2.600	.495	.68
11	2.612	.533	2.413	.652	.11
12	2.367	.566	2.413	.498	.68
13	2.898	.368	2.978	.147	.16
14	2.857	.408	2.848	.363	.91
15	2.531	.710	2.391	.537	.28
16	2.918	.344	2.761	.524	.09
17	2.857	.408	2.870	.400	.88

(Continued on next page)

TABLE 5 (Continued)

Item	3rd Grade (N=49) $\bar{X}$	3rd Grade (N=49) S.D.	5th Grade (N=46) $\bar{X}$	5th Grade (N=46) S.D.	P
18	2.735	.569	2.630	.645	.41
19	2.714	.540	2.652	.482	.56
20	2.204	.539	2.522	.586	.007
21	2.286	.791	2.348	.737	.69
22	2.245	.560	2.304	.726	.66
23	2.122	.389	2.500	.587	.001
24	2.755	.434	2.804	.453	.59
25	2.857	.456	2.739	.444	.21
26	2.796	.456	2.957	.206	.03
27	2.898	.368	2.870	.341	.70
28	1.959	.576	2.087	.784	.37
29	2.469	.680	2.522	.586	.69
30	2.429	.816	2.261	.773	.31
31	2.898	.368	2.891	.315	.93
32	2.694	.619	2.587	.580	.39
33	2.674	.591	2.826	.383	.14
34	2.429	.764	2.848	.420	.001

TABLE 6

Means, S.D., P Value for the Career Education Objectives Questionnaire: 3rd Graders - Pre and Post 1975 - 1976

	Pre (N=48)		Post (N=49)		
Item	$\bar{X}$	S.D.	$\bar{X}$	S.D.	P
1	2.563	.616	2.837	.426	.01***
2	2.750	.601	2.939	.242	.05**
3	2.833	.429	2.837	.426	.97
4	2.729	.574	2.918	.277	.04**
5	2.479	.743	2.735	.605	.07**
6	2.979	.144	3.000	.000	.32
7	2.896	.371	2.939	.317	.54
8	2.708	.459	2.571	.500	.16*
9	2.771	.555	2.857	.408	.39
10	2.667	.559	2.674	.415	.95
11	2.458	.743	2.612	.533	.25
12	2.750	.526	2.367	.566	.001***
13	2.896	.371	2.898	.368	.97
14	2.708	.651	2.857	.408	.18*
15	2.021	.758	2.531	.710	.001***
16	2.750	.565	2.9184	.344	.08*
17	2.830	.433	2.857	.408	.75
18	2.563	.580	2.735	.569	.14

(Continued on next page)

TABLE 6 (Continued)

Item	Pre (N=48) $\bar{X}$	Pre (N=48) S.D.	Post (N=49) $\bar{X}$	Post (N=49) S.D.	P
19	2.542	.713	2.714	.540	.18*
20	2.271	.818	2.204	.539	.64
21	2.125	.866	2.286	.791	.34
22	2.104	.831	2.245	.560	.33
23	2.396	.676	2.122	.389	.01***
24	2.500	.772	2.755	.434	.05**
25	2.667	.595	2.857	.456	.08*
26	2.917	.347	2.796	.456	.15*
27	2.771	.555	2.898	.368	.19*
28	1.667	.834	1.959	.576	.05**
29	2.125	.789	2.469	.680	.02**
30	2.021	.838	2.429	.816	.02**
31	2.771	.472	2.898	.368	.14*
32	2.604	.707	2.694	.619	.51
33	2.188	.790	2.674	.591	.001***
34	2.167	.808	2.429	.764	.10*

* Approaching significance
** Significant $P \leq .05 > .01$
*** Significant $P \leq .01$

were found to be significant ($P \leq .20$) (items 1, 2, 4, 5, 14, 15, 16, 19, 24, 25, 27, 28, 29, 30, 31, 33, 34). Four of the five items (8, 12, 23, 26) in which mean score decline is observed are significant ($P \leq .20$). It would appear that overall improvement is in fact taking place. The number of differences observed could perhaps be higher if the time between pre and post testing were greater. The fact that positive changes are observed over an approximately ten week period would indicate that a CE intervention at this level is effective.

A comparison of pre/post mean test scores for fifth graders is presented in Table 7. The fifth grade respondents' post mean scores are observed to exceed their pre mean scores on twenty-three of the thirty-four CEOQ items. However, only nine items were found to differ ($P \leq .20$) appreciably. Two items (2, 120 decreased on the post testing and seven items (3, 4, 19, 22, 23, 29, 34) increased appreciably ($P \leq .20$).

It would appear that change is in a positive direction, just as was observed with the third grade respondents. It may be that the short time interval between pre and post testing is the reason for the low number of appreciable ($P \leq .20$) differences. However, the trend for both the third and fifth grade is positive and obvious. CE does seem to be having a positive impact in the direction anticipated.

TABLE 7

Means, S.D., P Values for the Career Education Objectives Questionnaire: 5th Graders Pre and Post 1975 - 1976

	Pre (N=47)		Post (N=46)		
Item	$\bar{X}$	S.D.	$\bar{X}$	S.D.	P
1	2.652	.482	2.696	.465	.66
2	2.936	.247	2.848	.363	.18
3	2.575	.542	2.717	.502	.19
4	2.809	.449	2.913	.285	.19
5	2.404	.742	2.544	.622	.33
6	2.830	.481	2.826	.437	.97
7	2.957	.204	2.891	.315	.23
8	2.681	.515	2.674	.519	.95
9	2.745	.441	2.696	.465	.60
10	2.553	.503	2.600	.495	.65
11	2.426	.542	2.413	.652	.92
12	2.553	.503	2.413	.498	.18
13	2.936	.247	2.978	.147	.32
14	2.766	.476	2.848	.363	.35
15	2.340	.635	2.391	.537	.68
16	2.723	.498	2.761	.524	.73
17	2.809	.449	2.870	.400	.49
18	2.596	.648	2.630	.645	.80

(Continued on next page)

TABLE 7 (Continued)

Item	Pre (N=47)		Post (N=46)		
	X	S.D.	X	S.D.	
19	2.511	.547	2.652	.482	.19
20	2.489	.655	2.522	.586	.80
21	2.298	.689	2.348	.737	.74
22	2.043	.751	2.304	.726	.09
23	2.234	.633	2.500	.587	.04
24	2.723	.452	2.804	.453	.39
25	2.830	.380	2.739	.444	.29
26	2.894	.312	2.957	.206	.25
27	2.787	.414	2.870	.341	.30
28	2.064	.763	2.087	.784	.87
29	2.170	.601	2.522	.586	.005
30	2.106	.729	2.261	.773	.32
31	2.894	.312	2.891	.315	.97
32	2.638	.640	2.587	.580	.69
33	2.851	.416	2.826	.383	.76
34	2.638	.529	2.848	.420	.04

b. Ninth and Eleventh Grade Data: Ninth and eleventh grade data on the CEOQ are reported in Table 8. The two grades' mean scores are compared and all probabilities are reported. It will be recalled that for these two groups there was only one testing on the CEOQ. Also, the respondents were students in those classroom units in which their teachers were deemed exemplary.

The eleventh grade mean scores exceeded the ninth grade on twenty-six of the fifty-three items reported. However, all differences did not reach a significant level ($P \leq .20$). Of the fifty-three item comparisons made nineteen are seen to be appreciably different. The eleventh grade mean scores exceeded the ninth grade mean scores on seven of the nineteen items (see Table 9) while the ninth grade mean scores exceeded the eleventh grade mean scores on twelve of the nineteen items (see Table 10).

The items for which the eleventh grade means exceed the ninth grade means seem to emphasize the development of personal skills, such as decision making skills, and the development of a more realistic world view. The eleventh graders think that they have a greater understanding of themselves, understand the special characteristics and requirements of different jobs and the effects of social and technological changes on jobs.

The ninth graders seem to show a confidence (or naivete) greater than that of the eleventh graders. Many of the items for which they are higher express a belief in a rosy future (can find a job, go to college, further education) or a greater self confidence (smart as the majority, know as much about a

TABLE 8

Means, S.D., P Values for the Career Education Objectives Questionnaire: Secondary Grades 9 & 11 1975 - 1976

	Grade 9 (N=75)		Grade 11 (N=82)		
Item	X	S.D.	X	S.D.	P
1	3.747	.871	3.866	1.063	.41
2	4.280	.831	4.195	.949	.55
3	3.760	1.101	3.951	1.099	.28
4	4.187	.968	4.085	1.135	.55
5	4.107	1.060	3.976	1.065	.44
6	4.453	.934	4.256	.966	.20
7	3.680	1.317	3.768	1.210	.66
8	3.613	.914	3.524	1.114	.58
9	3.920	.997	3.963	1.094	.80
10	4.000	.870	3.963	1.059	.81
11	3.733	.890	3.939	1.010	.18
12	3.800	.973	3.988	.896	.21
13	4.707	.588	4.549	.804	.16
14	4.333	.759	4.195	.999	.33
15	3.307	.838	3.476	1.091	.28
16	4.067	.890	4.268	.802	.14
17	2.920	1.088	2.951	1.143	.86

(Continued on next page)

TABLE 8 (Continued)

Item	Grade 9 (N=75) $\bar{X}$	Grade 9 (N=75) S.D.	Grade 11 (N=82) $\bar{X}$	Grade 11 (N=82) S.D.	P
18	3.200	1.241	3.561	1.067	.05
19	3.853	.968	3.622	1.151	.17
20	4.093	.947	3.976	1.065	.47
21	4.280	.966	4.463	.789	.20
22	3.573	.888	3.634	1.149	.71
23	3.853	1.099	3.855	1.063	.94
24	3.880	1.013	3.756	1.084	.46
25	3.840	1.242	3.707	1.281	.51
26	3.840	.855	3.671	1.007	.26
27	3.813	.911	3.976	.981	.28
28	4.600	.717	4.366	.936	.08
29	4.440	.904	4.134	1.086	.06
30	4.773	.764	4.732	.522	.69
31	4.800	.520	4.829	.562	.74
32	4.707	.653	4.793	.515	.36
33	3.760	.928	3.817	1.020	.71
34	3.627	1.160	3.390	1.255	.22
35	3.973	1.039	3.476	1.219	.006

(Continued on next page)

TABLE 8 (Continued)

Item	Grade 9 (N=75) $\bar{X}$	Grade 9 (N=75) S.D.	Grade 11 (N=82) $\bar{X}$	Grade 11 (N=82) S.D.	P
36	4.520	.760	4.268	1.007	.08
37	3.880	1.039	3.878	1.180	.99
38	4.067	1.044	3.878	1.180	.29
39	4.453	.874	4.000	1.054	.004
40	4.293	.955	3.732	1.123	.001
41	4.853	.512	4.927	.409	.33
42	4.640	.981	4.061	1.426	.003
43	3.880	1.252	3.610	1.377	.20
44	4.280	1.021	3.963	1.281	.09
45	4.640	.910	4.683	.815	.76
46	1.120	.569	1.183	.703	.54
47	3.640	1.270	3.732	1.207	.64
48	3.787	1.359	3.915	1.135	.53
49	3.747	1.326	4.122	1.104	.06
50	3.267	1.417	3.561	1.398	.19
51	3.587	1.347	4.098	1.061	.01
52	3.787	1.131	3.756	1.272	.87
53	3.333	1.308	3.573	1.414	.27

TABLE 9

Career Education Objectives Questionnaire:
Secondary Items in which 11th Grade Mean Scores
Exceed 9th Grade Mean Scores
1975 - 1976

Item		P
18.	Understand effects of social and technological change on jobs.	.05
51.	Learn about self awareness in school.	.01
11.	Have useful decision-making skills.	.18
16.	Understand differences in work conditions and life styles associated with different types of jobs.	.14
21.	Can describe my personal interests and values to types of job.	.20
49.	Learn about decision making in school.	.06
50.	Learn about the use of leisure time in school.	.19

TABLE 10

Career Education Objectives Questionnaire:
Secondary Items in which 9th Grade Mean Scores
Exceed 11th Grade Mean Scores
1975 - 1976

Item		P
35.	Believe I can get placed in a paid occupation based on what I have learned in school.	.006
39.	Believe that I am as smart as the majority of pupils in my class.	.004
40.	Know as much about jobs and careers as the majority of pupils in my class.	.001
42.	Expect to be going to college after finish high school.	.003
6.	Recognize that educational forces influence my development	.20
13.	Recognize importance of work values such as being on time and reaching deadlines.	.16
19.	Can name the factors that affect job success and satisfaction.	.17
28.	Believe in doing a good job in whatever tasks I undertake.	.08
29.	Believe that natural resources should be conserved in performing work.	.06
36.	Believe can go on to further education based on what I have learned in school.	.08
43.	Hear about jobs and careers in my classes.	.20
44.	Know what career education is.	.09

lot of jobs as the majority). Other items express a belief in supporting what is "good" (being on time, doing a good job, conserving natural resources).

An interesting observation is that on only two items (#17, I can describe the entry requirements for major types of jobs or job clusters and #46, learning about jobs and careers is only for students going to college) were the mean scores for both groups below the "about average" answer. The response to item 17 would indicate that they need more factual information whereas the response to item 46 would indicate they feel learning about jobs is important for everyone.

One caution which should be noted here is that most of the observed differences between ninth and eleventh graders may be due more to an age difference than to institutional or curriculum content differences.

4. Do students in grades nine and eleven achieve CE objectives as defined by the Texas Education Agency similarly?

The data to answer this question were gathered from ninth and eleventh grade student responses to the Career Education Measurement Series published by the Texas Education Agency hereafter referred to as the Survey. This instrument was administered both in December 1975 and March 1976, thus yielding data for pre/post evaluation. There are a total of fifty-two items to which the students responded. Item 1, 14, 21, 23, 31, and 44 have multiple parts, thus the difference in the numbered items used and total number of items responded to.

The data reported in Table 11 are the percent correct

responses to each Survey Test item. There were several considerations that led to the decision to report item responses.

a. The survey test is still in a developmental stage.

b. Reliability and validity of sub-parts were not available to ARBEC, Inc. at the time of analyses.

c. Maintain consistancy with regard to previous years' evaluations and other data in this evaluation report.

d. There is some question as to the number of times a single item may be used to reflect different subcategories and/or categories.

Overall, the data presented in Table 11 reflects that students at grades nine and eleven in the CCISD were able to successfully respond to the survey test items. This would indicate that they are achieving the CE outcomes as reflected by this test. This is true on both pre as well as post testing.

A more indepth review of the item responses yields some interesting results. Two arbitrary points were chosen to separate those items most often answered correctly and those items most often missed. To determine which items were most often responded to correctly a value of 97% was chosen. This stringent requirement yielded eight items (1a, 5, 6, 18, 22, 31a, 31b, 44b) which were correctly answered by at least 97% of one group. To determine which items were most often responded to incorrectly a value of 75% was chosen. This very stringent requirement yielded only ten items (2, 4, 11, 13, 16, 19, 28, 37, 39, 40) which were incorrectly answered by at least 76% of one group. <u>These very narrow limits were imposed to highlight the areas of CE objectives achieved rather than to point out any real weaknesses in the CCISD</u>

TABLE 11

Percent Ss Responding Correctly
to Each Survey Test Item

	9		11	
Item	Pre (N=73)	Post (N=74)	Pre (N=88)	Post (N=68)
1a	96	99	97	94
1b	75	81	76	78
2	42	49	47	49
3	78	81	76	79
4	64	82	72	69
5	95	96	98	94
6	93	99	94	85
7	85	93	89	84
8	96	95	91	87
9	93	92	90	82
10	84	86	81	76
11	85	88	78	69
12	92	93	91	85
13	73	58	64	57
14a	84	88	83	88
14b	95	92	88	87
15	88	93	79	81
16	81	82	80	68

(Continued on next page)

TABLE 11 (Continued)

	9		11	
Item	Pre (N=73)	Post (N=74)	Pre (N=88)	Post (N=68)
17	90	86	94	82
18	89	97	86	76
19	58	63	61	59
20	88	81	78	79
21a	85	76	92	79
21b	90	96	92	78
21c	88	81	91	85
22	88	97	93	90
23a	82	92	79	82
23b	93	93	89	81
24	82	88	87	82
25	89	92	89	85
26	88	95	77	74
27	81	92	85	87
28	67	78	76	71
29	89	95	90	82
30	77	85	86	82
31a	96	97	92	91

(Continued on next page)

TABLE 11 (Continued)

	9		11	
Item	Pre (N=73)	Post (N=74)	Pre (N=87)	Post (N=68)
32	85	89	77	81
33	86	85	77	76
34	83	85	89	81
35	94	96	95	91
36	96	95	90	79
37	55	64	65	60
38	91	89	84	76
39	25	35	62	39
40	86	91	73	74
41	93	92	93	84
42	88	93	87	87
43	89	92	79	76
44a	92	93	92	88
44b	97	99	93	94
45	88	95	88	83

CE program. Overall, the responses to the survey would indicate that the CCISD achieved to a very high degree the CE objectives as measured by the Survey Test.

The items which were most successfully responded to reflect a good knowledge of work attitudes as well as self perceptions. If the items which were more apt to be missed, given the 75% cut-off criteria, have anything in common it might be their difficulty level, since their is no apparent pattern in respect to content. The ones missed more than 25% of the time by all groups seem to be more subtle than the others or to require the understanding of some rather abstract ideas. It seems worthy to note that only item 2 was missed by more than 50% of both groups. This would seem to indicate that the respondents either didn't understand the item or that interview skills have not been emphasized in the CCISD CE program.

An analyses of variance was conducted to compare students by sex, grade and pre test by post test on the Survey Test total score. The source table for these data are presented as Table 12. As may be observed, some real differences emerged for sex, grade, sex by grade, and grade by time. Females scored higher on the pre and post test than did males though males tended to close the gap on the post test. This difference is graphically presented as Figure 1. One might tentatively conclude that CE or some aspect of schooling was more impactful for males than females during the intervening ten weeks. Figure 2 graphically shows that the ninth graders improved dramatically from pre test

TABLE 12

Analysis of Variance of Survey Test

Source	SS	df	NS	F	P
Sex	157.4456	1	157.4456	2.7907	.09
Grade	143.0804	1	143.0804	2.536	.11
Time	21.2201	1	21.2201	.3761	.55
Sex X Grade	247.7199	1	247.7199	4.3907	.03
Sex X Time	16.5893	1	16.5893	.2940	.59
Grade X Time	280.4072	1	280.4072	4.9701	.02
Sex X Grade X Time	2.7322	1	2.7322	.0484	.82
ERROR	16643.5651	295	56.4189		

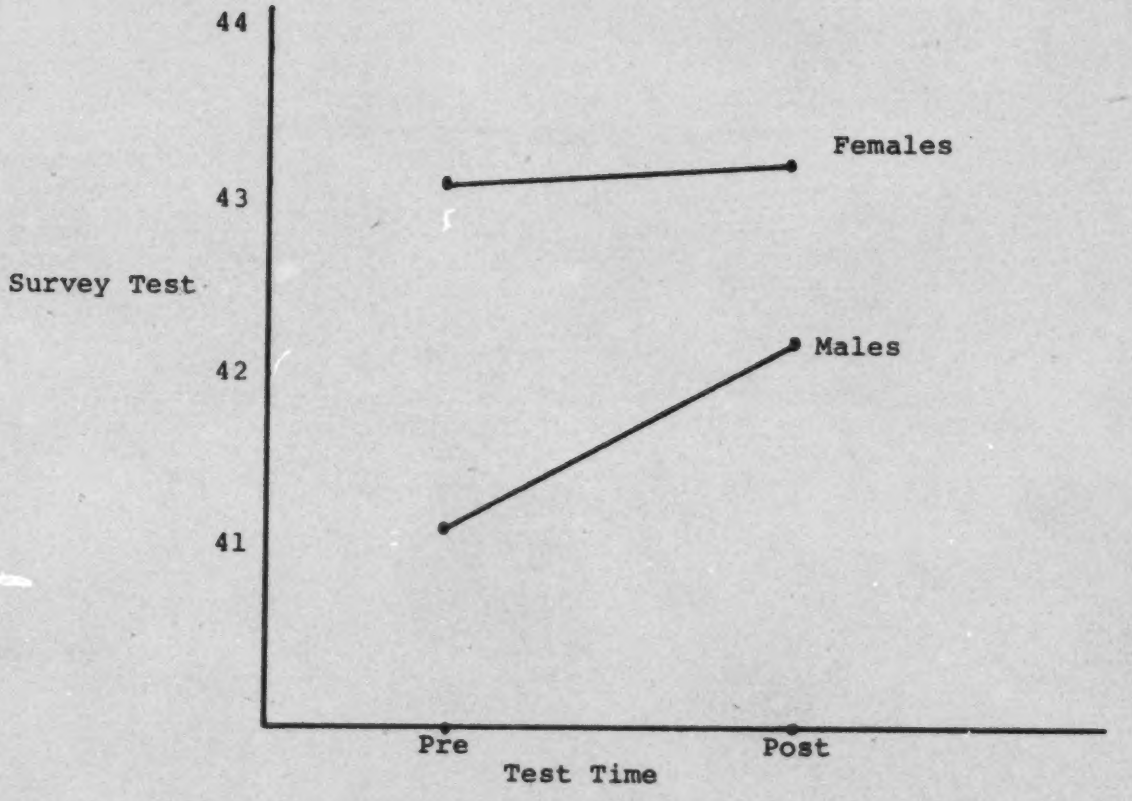

Figure 1

Pre Post Survey Test Scores by Sex

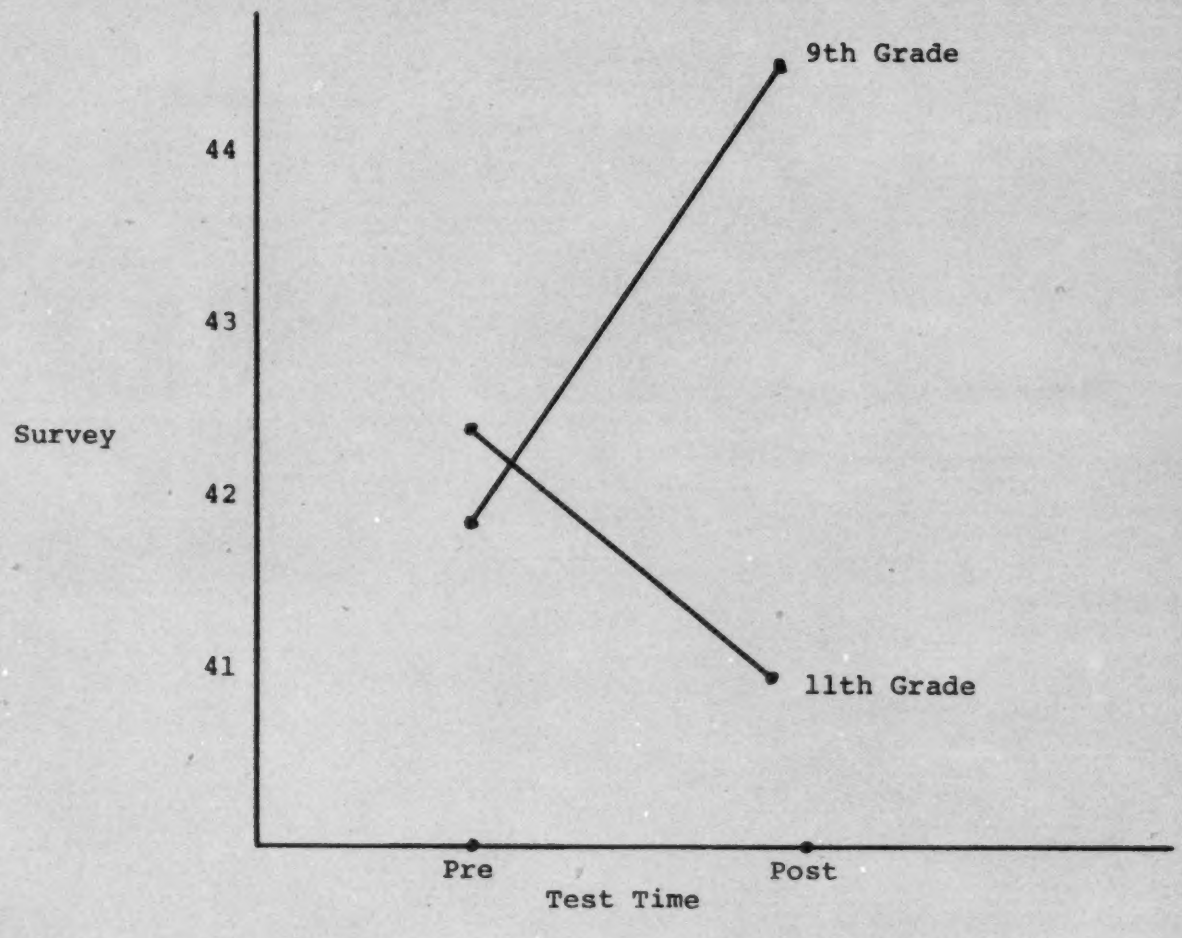

Figure 2

Pre Post Survey Test Scores by Grade

to post test while eleventh graders declined. This would seem to indicate that more CE was either taking place or had more meaning at the ninth rather than the eleventh grade. A visualization of sex, grade, and time is presented as Figure 3. It is here we can see that both the ninth grade male and female improved their survey test scores the greatest. The eleventh grade males and females both declined with the females declining the most.

Over all it would appear that ninth grade males improved their test scores the most but did not reach the ninth grade female level. For some unexplained reason both eleventh grade groups declined with the female decline being a little greater than the male decline. In general, the ninth and eleventh grade students in the target classrooms did answer more than 80% of the items correctly regardless of their sex or grade on the post test. This reinforces our previous finding that these students have achieved the CE objectives as measured by the survey.

B. Conclusions from the Statistical Package.

In response to the statistical analysis of the first four questions presented in Chapter I, the following conclusions seem warranted.

1. Teachers at different grade groupings respond differentially regarding their degree of participation in CE. There seems to be a linear relationship in their participation with the grade 10-12 teachers perceiving a greater involvement in general than other grade groups.

2. Teachers in exemplary classrooms do perceive their students achieving CE objectives to a greater extent than do a similar group of comparison teachers.

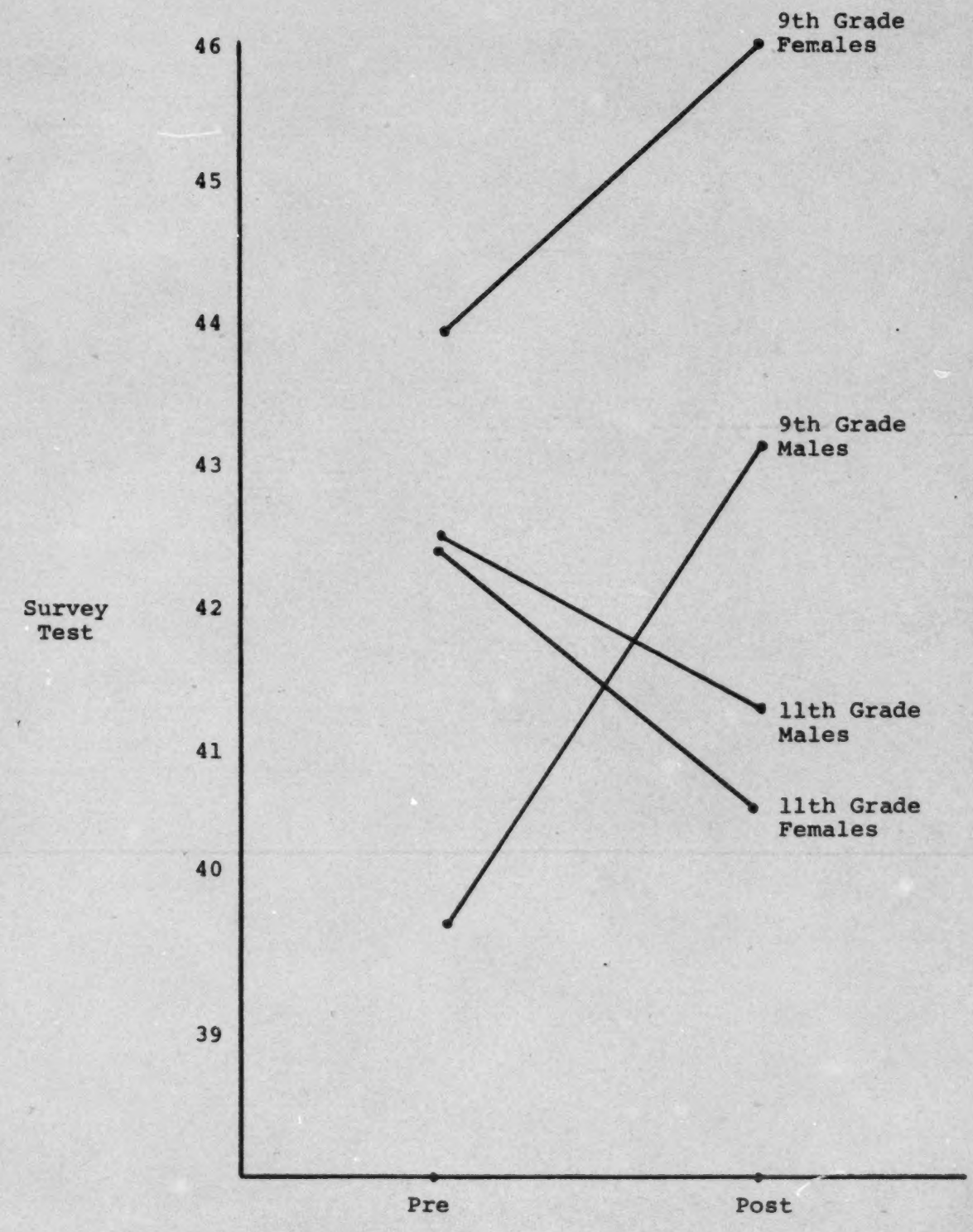

Figure 3

Pre Post Survey Test Scores: Sex by Grade

3. It would seem that fifth grade students perceive themselves as achieving CE objectives to a greater degree than do third graders.

4. Both ninth and eleventh grade students perceive themselves as achieving CE objectives to a fairly high degree with both groups being higher than third and fifth graders. One might tentatively conclude that there appears to be a monotonic relationship with regard to the CE objectives achieved and grade.

5. On a standardized test of CE objectives both ninth and eleventh graders achieve at a high level with the ninth grade females reaching the highest level of any group.

C. Summary of Interviews.

5. What are the needs of CE and what concerns are perceived by students, teachers, administrators and counselors as needing attention in the future?

It was felt by project staff and third party evaluators that as part of the CCISD third year evaluation of their Career Education Project face to face interviewing of students, teachers, principals, and counselors would yield insightful commentary, from a clinical viewpoint, not previously available to this project. A major objective for this activity was an attempt to evaluate the accomplishments of CE in the CCISD, identify possible future directions for the program, and pinpoint some special needs as perceived by those persons most directly involved regarding the day to day operations of CE. We felt this information and commentary should be elicited from the "best" the CCISD has to offer to CE as well as being representative of the school community and the target grades of 3, 5, 9, and 11. "Best," in the sense used here, are those classroom units along with their teachers and students perceived by the CCISD CE consultants as being effective

CE programs as well as being representative of the entire school district.

A structured interview format was mutually decided upon by CCISD project staff and third party evaluators as the appropriate way to proceed. An interview format was decided upon for use with principals, counselors, and teachers with a separate one for students. Copies of both structured interview formats are included as Appendix E and F. These were the items used to structure the interviews. It was felt that while it was desirous to get responses to each of the areas specified, judicious interviewing, which allowed respondents to tell their story their way, would yield a considerable quantity of useful information. As the reader will see in later summary comments, this approach turned out to be a wise decision.

Reported in Table 13 below are the schools, grades, and persons interviewed. An "X" indicates the key person or group (students) interviewed. The number in parentheses indicates the number of persons during the interview. Principals and counselors were interviewed together and independently from teachers and students. The latter two groups were also interviewed independently from each other. The senior third party evaluator interviewed the principal-counselor and teacher groups. Two specially trained interviewers each interviewed a separate student group (approximately 5-10 students in each group) in each school at each grade level. Thus, in almost all cases, there were four

TABLE 13

Schools, Grades, and Personnel Interviewed

School	Grade	Principal	Teacher	Counselor	Students
Lexington	3	X	X	X	X
Lexington	5	X	X	X	X
Haas	9	X	X	X(2)	X
Browne	9	X	X	X(2)	X
Yeager	5	X	X	X	X
Meadowbrook	3	X	X		X
Miller	11	X	X	X	X
King	11	X	X(2)	X(5)	X
Carroll	11	X	X	X	X
Hamlin	9	X	X	X	X

groups interviewed in each school: one principal-counselor group, one teacher (in one instance two teachers were interviewed together since they were team teaching), and two student groups in each of ten schools for a total of forty interview contacts across three days. All interviews were tape recorded with the exception of Lexington Elementary School where mechanical problems forced note taking during the interviews. The tape recorded interviews were transcribed in a summative form daily during the interviewing week and were later further summated to yield the results which follow.

Several observations were noted by the interviewers which

are summarized here since they are felt to have influenced the final results of our efforts. These observations are summarized as follows:

1. In no case was there any stated objection to being tape recorded or interviewed. Most interviewees barely glanced at the tape recorder. In no case did any interviewer feel interviewees were constrained by the tape recorder.

2. In all schools, teachers, administrators and students seemed to go out of their way to be helpful and cooperative with the interviewers. Even though we tended to disrupt part of the daily school schedule, never once did we get the feeling that "I had better cooperate because central administration sent these people."

3. There was some misunderstanding with regard to who the interviewers were during the initial contact. Some respondents thought we were from TEA or Washington, only a few realized we were third party independent evaluators hired by CCISD. Thus, part of every interview was devoted to explaining who we were and why we were in their school.

4. We received a uniformly similar response from all principal-counselor, and teacher groups. The respondents were extremely pleased that someone was coming face to face to talk with them regarding CE and not just depending upon questionnaires and the like. There was unanimous agreement that this kind of contact, our face to face interview, was long overdue and should be used more often.

5. All interviews were scheduled to last twenty minutes with the student groups and thirty minutes with the principal-counselors and teacher groups. No interview was terminated in less time than scheduled. In many cases the principal-counselor and teacher groups went overtime as much as one and one-half hours for one principal-counselor group indicating a desire to communicate and have constructive input on the interview.

We assume from the above that the interview format was a successful undertaking and was well received by all those involved. This type of observational finding leads us to conclude that the

specific interview findings by groups and grades are valid and need to be heeded by decision makers when making future plans concerning CE in the CCISD.

The following data from the interviews are summarized by grade, group interviewed, and interview questions and are presented in a format to facilitate comparison of Administrator-Counselor and Teacher Groups. To preserve anonymity as was promised, and maintain objectivity with regard to findings, the names of specific schools or persons interviewed are not included. Student responses to their interviews are presented in the following section in a summary form by grade level.

1. Summary of Interview Questions for Principal-Counselor and Teacher Groups

Question 1: In what programs or activities have you (the teacher) engaged which would help your (his/her) students understand the world of work?

Grade 3 - two schools

Principals-Counselors	Teachers
1. Bringing in outside speakers.	1. Extensive reading about careers.
2. Coordinating other classes activities engaged in CE programs.	2. Extensive use of community resource persons.
3. Developing a list of community resource persons for use as speakers and/or career consultants.	3. No specific program activity but weave it into regular curriculum.
4. Attending workshops and training programs to augment teaching.	4. Use of discussion, magic circle, music programs and the like.
5. Use of bus trip to city for student familiarization.	

Grade 5 - two schools

Principals-Counselors	Teachers
1. Activities which develop students' self-concept.	1. Personality game of the week.
2. Use of activity "Personality of the Week."	2. Use of "Birthday Leave."
3. Use of "Birthday Leave" re: visitation of parents' place of work.	3. Use of "Mystery Guest," "It's Great to Be," thank you note writing.
4. Use of "Mystery Guest."	4. Use of film strips followed by discussion groups.
5. Putting on community demonstrations to enhance their understanding of CE.	

Question 1 (Continued)

Grade 9 - three schools

Principals-Counselors	Teachers
1. Weaves in CE concepts and developes positive attitudes toward careers through English class.	1. Use of speakers from specific work settings.
2. Tries to sensitize students to different careers, values about work as it relates to literature.	2. Use of written reports re: occupations.
3. Unsure as to what teacher is planning at the time of the interview.	3. Use of "Who Am I" and "What Am I Like" activities.
4. Engages in value clarification and decision making activities.	4. CE woven into class activities via bulletin boards, discussion groups, and the like.

Grade 11 - three schools

Principals-Counselors	Teachers
1. Orientation to career center and its use.	1. Use of value clarification and decision making activities.
2. Involves life planning activities re: marriage simulation.	2. Orientation to career center.
3. CE integrated into subject matter content.	3. Use of community resource persons to familiarize students to various occupations.
4. "Company Concept" made part of curriculum.	4. Development of job interviewing activities and how to fill out job application forms.
5. Use of tours, visits with works in specific occupations of interest to students.	5. Focus on development of self-concept through discussion groups as relevant to regular curriculum.

Observation: The higher the grade level the less informed the administrator-counselor group seem to be with regard to programs and activities in which the teacher is engaging or planning to engage. Most programs and activities are designed to be integrated throughout the regular school curriculum.

Question 2: What career materials have been used and/or developed for use?

Grade 3 - two schools

Principals-Counselors	Teachers
1. Use of CCISD CE materials in class activities.	1. Use of basic reading book due to reality of stories.
2. Use of SRA materials in class activities.	2. Use of Weekly Reader.
3. Use of film strips and discussion focusing on self-awareness and self-concept.	3. Use of CE materials developed by school district.

Grade 5 - two schools

Principals-Counselors	Teachers
1. Use of films re: different occupations.	1. Essentially uses materials developed by CE project.
2. Use of "It's great to be materials.	

Grade 9 - three schools

Principals-Counselors	Teachers
1. Some (unspecified) materials are in the process of being developed.	1. Adaption of CEEB Deciding Material.
2. Use of career consultant as a resource person.	
3. Use of CEEB Deciding Program.	
4. Use of bulletin boards for career displays.	

Grade 11 - three schools

Principals-Counselors	Teachers
1. Use of COPS with counselors' help.	1. Development of own resource book of community contacts.
2. Use of materials in career center.	2. Use of a modified version of the Minnesota materials.

(Grade 11 continued on next page)

Question 2 (Continued)

Grade 11 (Continued)

Principals-Counselors	Teachers
3. Use of career consultant. 4. Use of CE guide provided them.	

Observation: Principal-Counselor groups were high on praises for the target teacher(s) but seemed not to have too clear an understanding of the materials used or being developed by the teacher for use. They did seem to agree they liked the activity no matter what the teacher was using as material help. Teachers, on the other hand, were more prone to use prepared materials either supplied by the CE project or searched out by themselves.

Question 3: What kinds of additional support would you (the teacher) need to enhance CE in your (his/her) classroom?

Grade 3 - two schools

Principals-Counselors	Teachers
1. A book of resource persons sub-divided by career clusters.	1. Larger and more flexible space for multiple CE activities.
2. Video tape equipment for capturing and replaying of particularly good CE activities. These video tapes could be shared with other interested persons through the school district.	2. More professional help.
3. A school bus available on site for special trips to provide greater flexibility within school program.	3. More need for advanced materials for specific grades.
4. An additional support person full time in the school who is familiar with CE. Support person could be a counselor, guidance-associate and/or paraprofessional.	4. An easily accessible Media Center well stocked with CE materials.
	5. The availability of guidance-associate type of person.
	6. More time for planning and CE program implementation.

Grade 5 - two schools

Principals-Counselors	Teachers
1. A defined pool of persons who may be visited (in the work setting) by a child whose parents are unemployed or not working in Corpus Christi.	1. Need the time of a counselor type person in the school.
2. Need for mini-career programs at the 5th and 6th grade level, visitation program to junior high school, career leaves to visit others in work settings.	2. Use of CE project materials--very heavy dependancy.
	3. Time for program planning and materials development.

Question 3 (Continued)

Grade 9 - three schools

Principals-Counselors	Teachers
1. Need for a teacher aide, paraprofessional or full time CE consultant to relieve teacher from burdensome chores (all schools indicated this in some form).	1. Lack of time major inhibitor to developing CE in classroom.
2. Need for more monies, supplies and equipment (amount, kind, and use not specified).	2. Need for a specific CE course.
3. Need for additional clerical help.	3. Need help in integrating CE concepts into subject matter areas.
	4. Administrative support needs to be continued.
	5. More funds for program materials.

Grade 11 - three schools

Principals-Counselors	Teachers
1. Need for flexible scheduling for more and longer field trips.	1. Support for publicity in school and community.
2. Teacher needs more accessibility to people and materials, perhaps materials should be in the teacher's classroom.	2. Need administrative support and feedback.
3. Need to provide teacher with professional visitation leave so she can coordinate ideas, materials and the like which can then be shared with others.	3. More time for field trips.
4. Need more of the specialist's (CE specialist) time in the school.	4. Need more time for CE specialist.
5. Continued funding for CE needed since it is just getting "off the ground."	5. More coordination of CE activities within the school district.
	6. Need an available fund of money for materials purchased without excessive red tape.
	7. Need more immediate access to equipment, i.e., video tape, recorder, etc.

(Grade 11 continued on next page)

Question 3 (Continued)

Grade 11 (Continued)

Principals-Counselors	Teachers
6. Keep materials centers up-to-date and expand them.	
7. Need to include more teachers into CE programs.	
8. More time for planning CE needed by teachers.	

Observation: Two themes seem to emerge consistantly across groups and grades. They seem to be indicating a strong need for more availability of expert CE staff to facilitate program planning and implementation as well as more diversified CE materials reflecting grade levels and the need to have these materials more accessible to the classroom teacher.

Question 4: In what areas have you (the teacher) been successful? Why?

Principals-Counselors	Teachers
Question 4 seemed to be a poor item for this group. Most respondents had difficulty in pinpointing an area(s). What did emerge almost unanimously across all grade levels was a description of teacher characteristics. They may be summarized as the teacher being enthusiastic about CE, creative and innovative, full of energy, willing to put in considerable extra time, gets along well with everyone, well liked by students and colleagues, and generally those teachers' characteristics and traits which the literature identifies as positive were extolled.	Question 4 seemed to be a poor item for this group. Respondents generally commented on the ability to communicate with students in a positive way as well as a deep interest and commitment to the concepts and attitudes about CE.

Question 5: In what ways do you feel that those programs and activities you deem successful may be transported throughout the CCISD?

Grade 3 - two schools

Principals-Counselors	Teachers
1. Develop video tapes of test activities for sharing with other teachers, schools, and community groups. 2. Develop more inservice workshops for other teachers using within school district personnel, especially successful teachers.	1. No ideas suggested from this group.

Grade 5 - two schools

Principals-Counselors	Teachers
1. Mini-courses at 5th and 6th grades. 2. Career leaves for teachers to visit others in work settings. 3. Put on demonstration programs by successful teachers (role modeling). 4. Greater use of ETV to convince and educate others to meaning of CE.	1. Use of workshops and demonstration programs conducted by teachers for teachers. 2. Make community demonstrations by teachers to the community re: CE.

Grade 9 - three schools

Principals-Counselors	Teachers
1. Improve system wide and community wide publicity program on virtues of CE.	1. System wide sharing of materials and activities that teachers have found successful.

Grade 11 - three schools

Principals-Counselors	Teachers
1. Invite outside persons into schools to see what is going on.	1. Share successful programs and effective materials throughout school district.

(Grade 11 continued on next page)

Question 5 (Continued)

Grade 11 (Continued)

Principals-Counselors	Teachers
2. Develop demonstration projects for community consumption also to educate the board of education.	2. Put on demonstration programs for parents and community.
3. Sabbatical leaves for teachers to upgrade training in CE.	3. Teachers must be educated to meaning and implications of CE.
4. More access to CE specialists.	

Observation: Again, the theme for more materials especially the use of video tapes, more training via workshops and the like, more communication with the community re: CE, and more availability of CE consultants seem to emerge.

2. Student Interview Results. Two separate groups of students from the same classroom were each interviewed by different interviewers with the exception of two schools. Logistical problems were such that our basic interviewing plan was unfeasible in these two cases. A further problem emerged especially at the third and fifth grade levels which indicated the interviews should not concentrate on the specific interview questions as presented in the appendix. In most cases the format and structure of the items were such that it tended to confuse student response rather than enhance response especially at grades three and five. Thus, the following is a summarization of student response by grade to the total interview rather than the specific questions posed on the interview format. In all cases and at all grade levels the interviewers started out by explaining who they were, the purpose of the interview and why these particular students were selected.

Grade 3 - two schools, four groups

Third graders seemed most confused when asked to discuss various aspects of CE in their classrooms. Apparently teachers have been successful in integrating CE concepts into the regular classroom curriculum. Students had various careers in mind and seemed well aware that the quality and type of school work would affect future career possibilities. They did recall activities such as reading about people in various jobs, film strips, etc. being part of their class activities.

Some students suggested more books about people working in jobs, films, and the like as being the best way to teach other children about the world of work.

Grade 5 - two schools, four groups.

Fifth graders seem to be more aware of CE in their classrooms but apparently don't feel it is a special program, rather it seems to be part of what school is all about. They talked most about the "Mystery Guest" activity which seems to be very helpful and interesting. Several of the students felt this activity should be expanded to include more occupations since they felt they had learned most from this. They didn't feel that comic books were very helpful but liked working on career related puzzles and making career related drawings. Only one field trip was mentioned and this was deemed as very helpful. A large number of students apparently had a specific vocation in mind that they planned to pursue. They would like to experience more field trips and have contact with more guest speakers. The mystery guest speakers seemed to have made the most positive impression on them. This activity, plus more field trips and written career information, were perceived as needing expanding as well as facilitating learning in other students.

Grade 9 - three schools, six groups.

Students at this level seemed to have mixed responses, since CE in their classrooms were at various stages of implementation; from none to some. All respondents appeared to realize

the importance of exploring possible future careers and uniformly felt the need for more career information and exposure to the world of work. They felt that such activities as career days, detailing information regarding the relationship of high school courses to prospective future jobs, films, field trips and face to face meetings with workers in various occupations would enhance their knowledge and help in the decision making process. Many students felt that CE materials currently in use were "boring," "silly," "dumb" and were totally turned off by the comic book materials. They strongly urged that CE activities be started in the earlier grades. Their suggestions ranged from grades four to eight. Some students also pointed out the need for accurate college information at this stage which would help them in making appropriate high school course selections.

Grade 11 - three schools.

Eleventh graders were just beginning the second quarter and thus had not had much exposure to CE. For this reason much of what these students related had to do with what they felt was needed and what could be done. Uniformly, these students perceived the importance of CE and felt a need for an early exposure. Two areas of importance emerged from all groups. They were: 1) greatly expanded placement services due to the difficulty of their finding jobs. What little they were exposed to has been positively received. 2) Expanded publication of career center facilities. Some students didn't

know of its existence until the interview, others had single exposures and liked what they had found and wanted more. They felt the facilities and materials in the Centers should be greatly expanded.

Those students who had a CE exposure felt that such activities as self exploration, decision-making skill development, interpersonal skills training how to act on the job and the like have been most beneficial and would like more of it.

In general the following suggestions were made concerning expanding CE in the CCISD.

1. Institute more elective courses relating to specific jobs and careers.
2. Provide for more Distributive Education Placements.
3. Establish more class time for discussions of values and self awareness.
4. Publicize the career education facilities so that more students are aware of their existence.
5. More field trip activities. Students wanted to visit job sites for first hand viewing.
6. Provide for more guest speakers.
7. Institute a program of extra-curricular clubs related to career interests.

CHAPTER III

SUMMARY AND CONCLUSIONS

The purpose of this report was to provide the Corpus Christi Independent School District with an evaluation of the third and final year of their Career Education project. This was the purpose of the presentation in Chapter II. ARBEC, Inc. was employed to act as the third party evaluator to review the CCISD CE project's progress during the 1975-1976 school year. In addition to this one year evaluation, ARBEC, Inc. was requested to attempt to provide a longitudinal perspective of the CE project through a review of the previous years' evaluations. Thus, what follows is a general overview of the CE project's focus for the three years of its existence and followed by some conclusions relating to the findings in Chapter II of this report and relationship of these findings to a longitudinal perspective.

General Overview

When ARBEC, Inc. first became involved as third party evaluators, the CCISD CE project had been in existence approximately one and one-half years. The project was still in a rather formative developmental stage and had yet to permeate the entire school district. Substantial progress had been made in approximately one-third of the district's schools the previous

year and another one-third of the schools were just getting involved. By the start of the third year it was expected that the entire school district would be involved in Career Education to some degree. To the third party evaluator's knowledge, this objective has been reached.

Career Education as conceptualized by the CCISD did not follow the usually prescribed program patterns as advocated by others. That is, separate programs were not predetermined in the sense that all participating schools at all grade levels would follow a set format. Rather, in recognition of the differing needs of the diverse sociological structure of the community and that there were no proven CE program formats to follow, each grade within each school was perceived as an individual unit needing to develop their own separate CE program to meet individual needs. It was felt that in this way a positive CE attitude would be infused within the CCISD and that all participants (classroom units) would become part of and have responsibility for program development. The CE Staff perceived their role as facilitators and helpers for the classroom teacher rather than prescribers and doers. It is this evaluator's opinion based upon two years of observation and evaluation, reading the first year evaluation report, the interim reports published by the CCISD CE project, and face to face talking with students, teachers, administrators and other staff members that the CE project is a resounding success. The global objectives in general have been achieved. A positive attitude toward CE seems

to permeate the school district. Program development is moving forward at a rapid pace. An important dimension is that the community also seems to be highly actively involved through speakers, bureaus, field trips, summer job programs, and the like. It is this evaluator's observation that a miniscule Career Education Staff has accomplished a hurculean task in a fairly large school district with apparently minimum resources. They have identified resources for classroom units throughout the school district, suggested materials (in some cases improvised) and very often their own time, energy and personal resources beyond that for which they were remunerated. These plaudits are not intended to infer that CE is perfect and has no room for development in the CCISD. Rather, the plaudits are intended to point out that a considerable accomplishment has been achieved in a short time period starting from ground zero.

Summary in Perspective.

Some of the data which lends credence to the above conclusions can be found in the results presented in Chapter II of this report and in materials previously mentioned. Teachers in general and to a varying degree perceive themselves as being involved in Career Education in the CCISD. To the extent that this participation is actually occuring, one must conclude that the long range objectives for infusing CE throughout the school district has been achieved. This accomplishment is also compatible with the USOE objectives for CE in the nation's schools. That is, CE must permeate the entire educational system if it

is to have a significant impact on American youth. The CCISD has apparently accomplished this at least as perceived by the district's teachers. Further support for this conclusion stems from the enthusiastic and positive comments eminating from interviews with administrators, counselors, teachers, and students. Students perceive the value of CE to their future though CE is not the term used. Again the CCISD seems to have successfully accomplished its goal, that of developing positive attitudes toward the world of work and its importance to the individual without depending upon abstract concepts. The CE staff have been able to make CE a real part of student development in the CCISD.

The degree to which various measured CE goals reflect actual achievement may be perceived as having progressed developmentally across three years. Teachers do perceive their students as being able to accomplish CE goals to a somewhat greater extent than do students themselves. Nevertheless, both teachers and students perceive achieving these goals progressively year by year. One may safely conclude that, while the degree of perceived goal accomplishment varies from grade to grade and between teachers and students and may not be at the magnitude one would optimally desire, positive CE movement and involvement throughout the school district has occured during the relatively short span of three years. Further reinforcement for this conclusion is derived from the high percent of correct responses to the Texas Education Agency CE survey used with ninth and eleventh graders.

Regardless of which measuring devices are employed, the evidence is persuasive that Career Education objectives as articulated by the CCISD are being achieved.

A final observation is warranted. During the first year of CE in the CCISD positive movement and attitude development was observed in the elementary grades. The Career Education Staff made a concerted effort during the second and third years to achieve a similar positive attitude toward CE in the junior and senior high schools. The evidence from the structured interviews as well as the measuring devices used suggest strongly that this objective was met to a very high degree, while maintaining and/or improving attitude development and achieving CE objectives at the elementary school level. At all levels teachers, students, and administrators are pleading for more resources, time, personnel and the like. (See the structured interview comments in Chapter II). They truly believe that CE is effective in their schools, a worthwhile expendure of resources in terms of student development, and accept the notion that this is what education is all about.

What is eminently obvious to this evaluator is that the CCISD Career Education project has in its unique way achieved their goals successfully. A positive attitude toward and involvement in CE permeates the entire school district. What remains to be decided is,that with termination of external financial support for Career Education,what level of funding is the CCISD able to allocate for this program, which has been accepted within

the school district as an important part of the educational enterprise and what form will this program take in the future.

APPENDIX A

Please check if you are involved in these areas:

Grade:_____

School:_____

_____ Special Education
_____ Title I Program
_____ NJROTC Program
_____ Coaching
_____ Vocational Education

Teacher Career Education Participation Form

In a continuing effort to improve the effectiveness of Career Education in the Corpus Christi I.S.D., it is necessary to identify the types of teacher participation in this Program. Therefore, you are asked to rate the degree of your participation in the Career Education Program on the scales below. Simply place an "X" on the line that best describes the degree of your response to each of the items below. You may feel that some items are somewhat inappropriate. We understand that the items are not equally relevant to each grade level and that teachers will differ in the degrees of their emphasis on various activities. Please do not omit any items. Thank you!

	Not at All	To A Slight Degree	To An Average Degree	To A Great Degree	To A Very Great Degree
1. I have a planned Career Education (CE) program.	___	___	___	___	___
2. I use printed resource materials to enhance career development.	___	___	___	___	___
3. I use outside speakers to enhance career development.	___	___	___	___	___
4. I use field trips for CE enrichment.	___	___	___	___	___
5. I am flexible in classroom management.	___	___	___	___	___
6. I have strong administrative (principal, central office, etc.) support for CE.	___	___	___	___	___

APPENDIX A (Continued)

	Not at All	To A Slight Degree	To An Average Degree	To A Great Degree	To A Very Great Degree
7. I believe that career development is an important part of the educational program.	___	___	___	___	___
8. I encourage students to be involved in planning CE programs and activities.	___	___	___	___	___
9. I encourage students to be involved in the implementation of CE programs and activities.	___	___	___	___	___
10. My CE programs and activities are interwoven with regular educational curriculum.	___	___	___	___	___
11. I promote student self-understanding with regard to their strengths and weaknesses.	___	___	___	___	___
12. I use career development concepts in noninstructional ways.	___	___	___	___	___
13. I help students identify their career interests through the use of questions and/or inventories.	___	___	___	___	___
14. I stress career decision-making skills in my classroom activities.	___	___	___	___	___
15. I include teaching activities which help students in seeking and finding jobs.	___	___	___	___	___

APPENDIX A (Continued)

	Not at All	To A Slight Degree	To An Average Degree	To A Great Degree	To A Very Great Degree
16. I demonstrate enthusiasm and energy toward career development.	___	___	___	___	___
17. I encourage and maintain a high degree of rapport with my students.	___	___	___	___	___
18. I have created ways to promote and enhance positive self-concept and attitudes in my students.	___	___	___	___	___
19. I create and maintain an atmosphere in which students find it fun to learn.	___	___	___	___	___
20. When students have questions concerning careers, I refer them to the Career Center and/or Career Corner or Area.	___	___	___	___	___
21. I use the information from the Career Center and/or Career Corner or Area to enchance my teaching.	___	___	___	___	___
22. I use the Career Guidance Specialist or CE Consultant to develop and implement CE concepts in my classroom.	___	___	___	___	___
23. I use the Counselor (Secondary or Elementary) to develop and implement CE concepts in my classroom.	___	___	___	___	___

APPENDIX A (Continued)

	Not at All	To A Slight Degree	To An Average Degree	To A Great Degree	To A Very Great Degree
24. I help my students to explore their community in an effort to help them understand their relationship to it.	___	___	___	___	___
25. I have a good understanding of the world of work.	___	___	___	___	___
26. I use the Equivalence Time Program (ETP) for learning about Career Education concepts and developing techniques for teaching CE (e.g., seminars on self-concept, values clarification, economic awareness, decision-making, teaching self responsibility, career awareness, etc.).	___	___	___	___	___
27. I use part of my Staff Development/In-Service time for learning about Career Education concepts and developing techniques for teaching CE.	___	___	___	___	___

APPENDIX B

Teacher No.:_____ Date:_____

Grade and/or Subject:_____ School:_____

Career Education Objectives
(Teacher Form)

Teachers: You may or may not have been involved in a specially identified career education plan in your classroom during this school year. In any event, please rate your students on the scale below by marking an "X" on the line which best describes the percentage of students in your class whom you feel meet each of the following objectives. We understand that some of the objectives may not be appropriate at certain grade levels and that every teacher will not have been able to emphasize equally every objective. Since there are no "correct" answers, please give us your best appraisal of the situation in your class. Please do not omit any items.

What percent pupils in your class are able to:	Percent Categories				
	1-20%	21-40%	41-60%	61-80%	81-100%
1. describe their own current abilities and limitations.	___	___	___	___	___
2. describe their current interests and values.	___	___	___	___	___
3. display positive attitudes toward themselves.	___	___	___	___	___
4. recognize that social forces influence their development.	___	___	___	___	___
5. recognize that economic forces influence their development.	___	___	___	___	___
6. recognize that educational forces influence their development.	___	___	___	___	___
7. recognize that cultural forces influence their development.	___	___	___	___	___

APPENDIX B (Continued)

	Percent Categories				
	1-20%	21-40%	41-60%	61-80%	81-100%
8. demonstrate generally useful numerical skills.	___	___	___	___	___
9. demonstrate generally useful communication skills.	___	___	___	___	___
10. demonstrate generally useful information processing skills.	___	___	___	___	___
11. demonstrate generally useful decision-making skills.	___	___	___	___	___
12. demonstrate generally useful interpersonal skills.	___	___	___	___	___
13. recognize the bases of various work values.	___	___	___	___	___
14. have positive attitudes toward paid and unpaid work.	___	___	___	___	___
15. describe the major duties and required abilities of different types of paid and unpaid work.	___	___	___	___	___
16. understand the differences in work conditions and life styles associated with different types of paid and unpaid work.	___	___	___	___	___
17. describe the entry requirements for major types of paid and unpaid work.	___	___	___	___	___
18. understand the impact of social and technological change on paid and unpaid work.	___	___	___	___	___

APPENDIX B (Continued)

	Percent Categories				
	1-20%	21-40%	41-60%	61-80%	81-100%
19. specify factors that affect work success and satisfaction.	___	___	___	___	___
20. associate their own abilities and limitations with possible success in present or future paid and unpaid work.	___	___	___	___	___
21. relate their personal interests and values to types of paid and unpaid work and their associated life-styles.	___	___	___	___	___
22. identify, locate and utilize sources of information to solve career decision-making problems.	___	___	___	___	___
23. determine the potential for future advancement/ personal growth in work of their choosing.	___	___	___	___	___
24. understand the steps to be taken and the factors to be considered in career planning.	___	___	___	___	___
25. demonstrate active involvement in career decision-making.	___	___	___	___	___
26. plan their work effectively.	___	___	___	___	___
27. adapt to varied work conditions.	___	___	___	___	___
28. demonstrate a positive attitude toward the concept of quality in relation to a work task.	___	___	___	___	___

APPENDIX B (Continued)

	Percent Categories				
	1-20%	21-40%	21-60%	61-80%	81-100%
29. demonstrate a positive attitude toward conservation of environmental and human resources in accomplishing work tasks.	___	___	___	___	___
30. demonstrate a positive attitude toward responsibility for their own behavior and accomplishment of self-imposed work tasks.	___	___	___	___	___
31. demonstrate a desire for continuous learning, both in school and out.	___	___	___	___	___
32. identify, locate, and utilize sources that contain information about existing paid and unpaid work possibilities.	___	___	___	___	___
33. demonstrate skills required in applying for and accepting work.	___	___	___	___	___
34. (will be) successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education upon leaving school.	___	___	___	___	___
35. identify sources of additional education in major types of paid and unpaid work.	___	___	___	___	___
36. identify the means to support additional education for themselves in major types of paid and unpaid work.	___	___	___	___	___

Name:_____ Grade:_____ Date:_____

I.D. No.:_____ School:_____ Teacher:_____

Career Education Objectives Questionnaire
(Student Form: Elementary)

Students: Your class may or may not have been involved in a specially planned career education program as part of your regular school experience during this school year. Even so, please tell how you think or feel about each sentence below by marking on one of the lines to the right of each sentence. Place an "X" on the line which best describes how you feel about each statement.

	No	Somewhat	Yes
1. I can tell you what I do well and what I cannot do very well.	____	____	____
2. I can tell you what I like to do.	____	____	____
3. I like myself.	____	____	____
4. I know that other people are important to me.	____	____	____
5. I know that money is important to me.	____	____	____
6. I know that school is important.	____	____	____
7. I know that my family is important to me as I grow up.	____	____	____
8. I can do math.	____	____	____
9. I can talk to other people.	____	____	____
10. I understand what I'm learning in school.	____	____	____
11. I know how to decide what I want to do.	____	____	____
12. I can get along with others.	____	____	____
13. I know it's important to do my work on time.	____	____	____
14. I want to get a job when I'm older.	____	____	____
15. I know about different kinds of jobs.	____	____	____
16. I understand that all work is not the same and is done by different kinds of people.	____	____	____
17. I know that different jobs require different skills.	____	____	____
18. I understand that jobs change.	____	____	____

		No	Somewhat	Yes
19.	I understand what it takes to be good at a job.	____	____	____
20.	I know what I like about different jobs.	____	____	____
21.	I have thought through my career plans.	____	____	____
22.	I plan my work.	____	____	____
23.	I can work well in different places.	____	____	____
24.	I believe in doing a good job in whatever I do.	____	____	____
25.	I believe that the environment and people should be used carefully in work.	____	____	____
26.	I believe that I am responsible for my own behavior and for my work.	____	____	____
27.	I want to continue to learn things, both in and out of school.	____	____	____
28.	I know where to go to find out about a job for me.	____	____	____
29.	I believe I am as smart as most of the pupils in my class.	____	____	____
30.	I know as much about jobs and careers as most of the pupils in my class.	____	____	____
31.	I expect to finish high school.	____	____	____
32.	I expect to continue going to school after I finish high school.	____	____	____
33.	I hear about jobs and careers in my classes.	____	____	____
34.	I think I know what career education is.	____	____	____

APPENDIX D

Name:_____ Grade:_____ Date:_____

I.D. No.:_____ School:_____ Teacher:_____

Career Education Objectives Questionnaire
(Student Form: Advanced)

Students: Your class may or may not have been involved in a specially planned career education program as part of your regular school experience during this school year. Even so, please tell how you think or feel about each item listed below. Place an X on one of the lines to the right of each statement depending on whether your reaction to the item is: No, Slightly, About Average, Quite a Bit, or Yes.

	No	Slightly	About Average	Quite A Bit	Yes
1. I can describe my abilities and limitations.	___	___	___	___	___
2. I can describe my current interests and values.	___	___	___	___	___
3. I have a positive attitude toward myself.	___	___	___	___	___
4. I recognize that social conditions influence my development.	___	___	___	___	___
5. I recognize that economic conditions influence my development.	___	___	___	___	___
6. I recognize that educational forces influence my development.	___	___	___	___	___
7. I recognize that cultural forces influence my development.	___	___	___	___	___
8. I have useful numerical skills.	___	___	___	___	___
9. I can communicate my thoughts and ideas to others.	___	___	___	___	___

APPENDIX D (Continued)

	No	Slightly	About Average	Quite A Bit	Yes
10. I know how to go about getting information about most of what I want to know.	___	___	___	___	___
11. I have useful decision-making skills.	___	___	___	___	___
12. I have useful interpersonal skills.	___	___	___	___	___
13. I recognize the importance of work values such as being on time and meeting deadlines.	___	___	___	___	___
14. I have positive attitudes toward the world of work.	___	___	___	___	___
15. I can describe the major duties and abilities required by different types of jobs.	___	___	___	___	___
16. I understand the differences in work conditions and life styles associated with different types of jobs.	___	___	___	___	___
17. I can describe the entry requirements for major types of jobs or job clusters.	___	___	___	___	___
18. I understand the effects of social and technological change on jobs.	___	___	___	___	___
19. I can name the factors that affect job success and satisfaction.	___	___	___	___	___
20. I can relate my abilities and limitations to possible success in jobs.	___	___	___	___	___

APPENDIX D (Continued)

	No	Slightly	About Average	Quite A Bit	Yes
21. I can describe my personal interests and values to types of jobs.	___	___	___	___	___
22. I can identify, locate, and utilize sources of information to make career decisions.	___	___	___	___	___
23. I can find out the potential for future advancement and personal growth in the work of my choosing.	___	___	___	___	___
24. I understand the steps to be taken and the factors to be considered in career planning.	___	___	___	___	___
25. I have thought through my career plans.	___	___	___	___	___
26. I plan my work effectively.	___	___	___	___	___
27. I adapt easily to a variety of work conditions.	___	___	___	___	___
28. I believe in doing a good job in whatever task I undertake.	___	___	___	___	___
29. I believe that natural resources should be conserved in performing work.	___	___	___	___	___
30. I believe that people have rights and feelings which should be respected as much as possible in accomplishing work.	___	___	___	___	___
31. I believe that I am responsible for my own behavior and for accomplishing tasks.	___	___	___	___	___

APPENDIX D (Continued)

	No	Slightly	About Average	Quite A Bit	Yes
32. I want to continue to learn things, both in and out of school.	____	____	____	____	____
33. I can identify, locate, and use sources that contain information about existing jobs.	____	____	____	____	____
34. I know how to apply for work so that I stand a good chance of getting hired.	____	____	____	____	____
35. I believe I can get placed in a paid occupation based on what I have learned in school.	____	____	____	____	____
36. I believe I can go on to further education based upon what I have learned in school.	____	____	____	____	____
37. I know where to find information about education required for major types of jobs or job clusters that I'm interested.	____	____	____	____	____
38. I believe I can find ways to support myself while getting the education required by jobs I'm interested in.	____	____	____	____	____
39. I believe I am as smart as the majority of pupils in my class.	____	____	____	____	____
40. I know as much about jobs and careers as the majority of pupils in my class.	____	____	____	____	____
41. I definitely expect to finish high school.	____	____	____	____	____

APPENDIX D (Continued)

	No	Slightly	About Average	Quite A Bit	Yes
42. I expect to be going to college after I finish high school.	___	___	___	___	___
43. I hear about jobs and careers in my classes.	___	___	___	___	___
44. I know what career education is.	___	___	___	___	___
45. Learning about jobs and careers is for all students.	___	___	___	___	___
46. Learning about jobs and careers is only for students going to college.	___	___	___	___	___
47. I learn about understanding my personal values in school.	___	___	___	___	___
48. I learn about setting of goals in school.	___	___	___	___	___
49. I learn about making decisions in school.	___	___	___	___	___
50. I learn about the use of leisure time in school.	___	___	___	___	___
51. I learn about self awareness in school.	___	___	___	___	___
52. I learn about career awareness in school.	___	___	___	___	___
53. I learn about how our economy works in school.	___	___	___	___	___

APPENDIX E

Structured Interview
(Faculty-Administrators-Counselors)

1. In what programs or activities have you engaged which help your students understand the world of work?

   a. Get elaboration on specific activities
   b. Find out about future planned activities and/or ideas

2. What career materials have been used and/or developed for use? (Try to get examples.)

3. What kinds of additional support would you need to enhance CE programs and/or activities in your classroom? (re: program materials, manpower, money, etc.)

4. In what areas of CE have you been successful? Why?

5. In what ways do you feel that those programs and activities you deem successful may be transported througout the CCISD? Also, not transported. (Get them to elaborate any specific ideas for within and between school communication.)

What is it that you like about CE and how to convince others it should be maintained? re: project to program phase.

Support and complement basic education.

APPENDIX F

Structured Interview (Students)

(Note) Explain reason why students have been selected. Emphasize positive nature of the interview.

1. a. What kinds of things have you been doing in your classroom which lets you know about different kinds of jobs or careers?

   b. From which activities do you think you learned the most about jobs or careers?

2. Do you think the materials you used were made up by your teacher? What is your opinion of these materials? (For 3rd and 5th grade, emphasize materials related to the Dignity of Work and Self Awareness)

3. a. Do you think you learned a lot about different kinds of jobs or careers? (gets at amt. of info.)

   b. What kind of work did you think you wanted to do at the beginning of this year? Did you learn about any other jobs or careers that changed your mind about what you want to do? (encourage elaboration)

4. a. Are there any other materials or activities which you would like to have or do while you are learning about different jobs? (only 9th grade and 11th grade)

   b. Are there any materials (re: job or career oriented) which you would like left out of your school work? If so, what are they?

5. If you wanted to teach other boys and girls (students) about the world of work and relating to others, what do you think would be the best way? (get them to elaborate on specific activities)

*Focus on purpose of the activity or its relationship to other activities or things the students have been doing.

*Would you have preferred to have had these activities sooner in your school life?

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